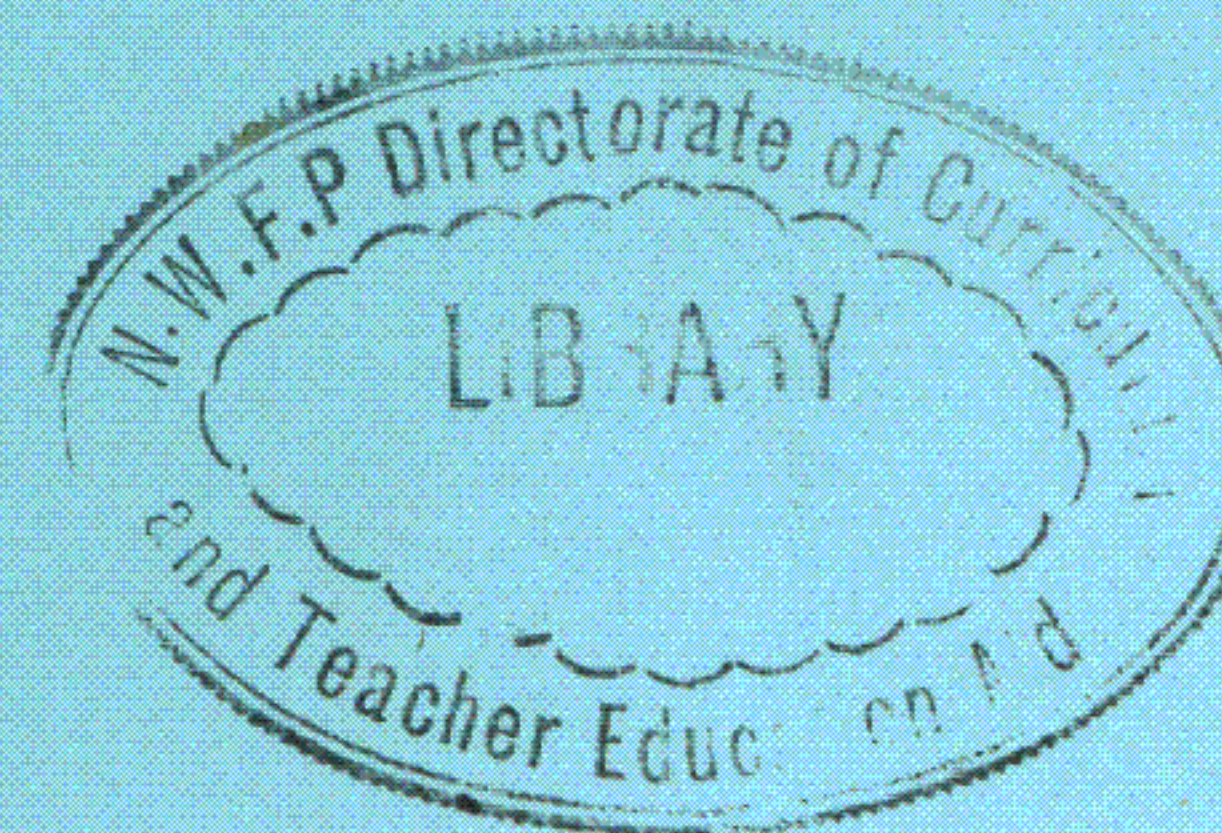


**DRAFT**  
**CURRICULUM FOR IN-SERVICE TRAINING**  
**FOR**  
**NEWLY APPOINTED MIDDLE SCHOOL TEACHERS**  
**( MST )**  
**(TWO MONTHS DURATION)**



**DEVELOPED BY**

**NWFP DIRECTORATE OF CURRICULUM & TEACHER EDUCATION**  
**ABBOTTABAD**  
**December 2004**



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## LIST OF CONTENTS

S.NO	CONTENTS	PAGE NO
1	Preface	1
2	Objectives	2
3	Curriculum for English	4
4	Curriculum of Science	8
5	Curriculum of Mathematics	11
6	Curriculum of Social Studies	23
7	Curriculum of General Methodology & Preparation of Teaching Aids	25
8	Curriculum of Child Development	29
9	Curriculum of History of Education	32
10	Curriculum of Organization of Elementary Education & School Management	35
11	Curriculum of Teaching of Urdu	38
12	Curriculum of Teaching Islamiyat	47
13	List of Committee Members	52

## ***PREFACE***

The quality of education is directly related to the quality of teacher education and training. The teaching learning process has shifted from teacher oriented to students centered. The curricula, the methods of teachings and the evaluation techniques all are designed according to the needs, problems interests and experiences of students. The main purpose of this new thinking is to make learning a pleasant and amusing process rather than a boring exercise. In the new approach of teaching, due consideration is given to the fact that students could find meaning in education and relate it to the needs emerging in their lives. Thus the teacher education has gained new perspectives, where teacher is enabled to conduct the teaching process with the involvement of students, so that the students are active workers and teacher act as guide and leader. Thus a teacher makes conditions favorable for learning process and students make experiment gain experiences and apply them in solving problems both during their education period and later on in real life situation.

New trends in teacher education emphasize on use of educational technology and audiovisual aids to reinforce the learning process. Teachers are trained in the low cost teaching learning aid to maximize learning and save wastage. Particularly at primary level when the school is quite a strange place for the new child only a well-trained teacher in modern methods of teaching will be able to retain the child. Thus a well-versed teacher in kinder garten methods of teaching and with strong professional commitment will be able to reduce the dropout rate and avoid wastage of resources.

New ideas in teacher education require a teacher to conduct his teaching through participatory method, where students work in group and learn to cooperate each other in this way they also learn tolerance, social norms, leadership qualities and better communication skills.

Teacher education is a catalyzing agent for over all development of child personality. Students with diverse social and psychological problems are tackled by making use of psychological techniques instead of old method of punishment, which caused fear in the child and damage his personality.

Here the root causes of the problems are assessed and the appropriate cure is carried out to make the child normal.

One of the main factors of decline in quality of education in our Country has been the old system of assessment and testing. In teacher education the evaluation and testing is given special consideration so that good quality of learning could be assessed. Therefore, the teacher is trained in the development of standard instrument of educational measurement.

Keeping in view all the above aspects of Teacher Education and to strengthen the teaching learning process in NWFP the Honourable Chief Secretary NWFP expressed the earnest desire that the teachers with certificates and degrees from private institutions, distance education and those with longer duration between training and entry to service be given in depth and extensive in-service training of two months duration.

NWFP Directorate of Curriculum & Teacher Education Abbottabad was assigned the task to prepare curriculum for three categories of teachers for the said programme. The Directorate of Curriculum & Teacher Education launched upon the process of development of curriculum with immediate effect and tried its best to complete the task as early as possible. The Directorate succeeded in its efforts and prepared the three booklets for three categories of teachers i.e. PST, MST & HST within shortest period of time. As the task was important as well as critical & needed time, effort, and utmost care which this Directorate accomplished to its best. However, it cannot be claimed that a document fulfills the ideal standard and there have always been rooms for improvement, so all the concerned, educationist, and teacher trainers are invited to inform this Directorate about the shortcomings so that improvements could be made. Any suggestion and constructive criticism in this regard will be welcomed.

UMAR FAROOQ  
DIRECTOR

## OBJECTIVES

At the end of the course the prospective teacher will be expected to:

1. Have developed self-confidence and initiative for independent creative teaching.
2. Observe lessons critically and share experiences through group discussion.
3. Plan, prepare and present lessons to the class effectively.
4. Apply and practice teaching skills in the light of principles of education.
5. Employ various forms of communication effectively.
6. Motivate students for active participation in teaching-learning situation.
7. Prepare instructional aids and use them imaginatively.
8. Promote self-discipline among students on the pattern of the life of the Holy Prophet (Peace be Upon Him) and his companions.
9. Appreciate and organize co-curricular activities.



## CURRICULUM IN THE SUBJECT OF ENGLISH FOR MST

S #	Objectives	Concepts	Contents	Activities	Periods
1.	<ul style="list-style-type: none"> <li>To enable the learner to understand and use all the basic skills of language</li> <li>To enable the students to use their skill in real life situation</li> <li>To enable the students to convey their needs and requirements properly in a foreign language.</li> <li>To enable the students to possess sufficient vocabulary, good command of ideas and effective hold over the sound system (Pronunciation).</li> </ul>	<ul style="list-style-type: none"> <li>Aims of teaching English in our school</li> </ul>	1. four skills <ul style="list-style-type: none"> <li>Listening</li> <li>Writing</li> <li>Speaking</li> <li>Reading.</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of A.V.Aids</li> <li>After listening, oral presentation</li> <li>Work in pair/groups to read and mark true/false statements of the given paragraph.</li> <li>To develop a story from given outlines</li> <li>Dictation</li> <li>Composition Writing</li> <li>To develop an instrument for expression and giving learners guided practice in its use.</li> <li>To ask the students to manipulate foreign language structure.</li> <li>Construction of different types of sentences.</li> <li>Dialogue learning.</li> <li>The use of A.V.Aids for practicing speech.</li> <li>Exercises of new words/learn unfamiliar words and idioms</li> </ul>	10
2	<ul style="list-style-type: none"> <li>To develop understanding of grammar</li> <li>To provide a wide range literally vocabulary</li> <li>To understanding meaning from text books by translating into native language (mother language)</li> </ul>	<ul style="list-style-type: none"> <li>Method of teaching language</li> </ul>	<ul style="list-style-type: none"> <li>Grammar translation method</li> <li>Direct method</li> </ul>	1. Detail and long grammatical explanations 2. The application of values in the construction of sentences. 3. Translation of passages from native to foreign language 4. Translating text from foreign to native language, orally and in writing 5. Exercises of translation and grammar	6

S #	Objectives	Concepts	Contents	Activities	Periods
3	<ul style="list-style-type: none"> <li>To enable the learners to understand direct association of foreign words and phrases with objects and actions, without the use of native language</li> <li>To develop direct understanding of the reading material without use of translation</li> <li>To develop ability to think in the foreign language in talking and writing</li> <li>To develop direct bond between experience and expression</li> </ul>			<ul style="list-style-type: none"> <li>To teach grammar of functional level</li> <li>Correct use of pronunciation by making the learners familiar with the sound system etc.</li> <li>To start the speaking the language from the beginning</li> <li>Frequent use of A.V.Aids.</li> </ul>	6
4	<ul style="list-style-type: none"> <li>To enable the learners to acquire efficiency in four skills of language i.e. listening, speaking, reading and writing</li> <li>To enable the learners to understand the concept, idea of the specific lesson</li> </ul>	<ul style="list-style-type: none"> <li>Lesson planning</li> </ul>	<ul style="list-style-type: none"> <li>Lesson planning prose</li> <li>Lesson planning poetry</li> </ul>	<p>Activities for prose lesson planning Using six steps of lesson planning, the following activities may be carried out</p> <ul style="list-style-type: none"> <li>The learners may be provided opportunity to utter the dialogues accurately and fluently</li> <li>Set a listening task</li> </ul> <p>Activities for poetry</p> <ul style="list-style-type: none"> <li>Recitation of the poem by teacher and then the learners</li> <li>To draw central idea/theme of the poem</li> </ul>	6



S #	Objectives	Concepts	Contents	Activities	Periods
5	<ul style="list-style-type: none"> <li>To make teaching process interesting and easy for the learners</li> <li>To set a permanent stamp on the minds of learners</li> </ul>	Teaching Aids	Effective use of A.V.Aids in teaching, learning process	<ul style="list-style-type: none"> <li>Group work for the preparation of charts for teaching of different lessons (prose, Poetry, Grammar)</li> <li>Class rooms objects, school objects and objects available in the environment / surroundings may be used in daily teaching.</li> <li>Following A.V.Aids may be used according to the need/requirements of specific topic/lesson such as flash cards/charts, pictures, models, audio cassettes etc</li> </ul>	6
6	<ul style="list-style-type: none"> <li>To enable the learners to increase their vocabulary for effective/creative writing</li> <li>To enable them to good use of such like contents in their daily life</li> <li>To make an end of hesitation for their written expression and to develop/improve writing</li> <li>To enable the learners to communicate the ideas and facts from their experience</li> </ul>	Creative writing	<ul style="list-style-type: none"> <li>Essays</li> <li>Stories</li> <li>Letters</li> </ul>	<p><u>“ Essay”</u></p> <ul style="list-style-type: none"> <li>Ask the learners to give oral information about the topic/essay. Ask even on these who usually remain silent in the class. To active the passive learners too</li> <li>Encourage all the participants to give information about relevant topic and make correction of same on the spot Give certain ideas to develop essay</li> <li>Write on black Board grammar structure and vocabulary that is needed</li> <li>The learners are trained in writing different type of essays, narrative, descriptive and expository and reflective.</li> </ul> <p><u>“Stories”</u></p> <ul style="list-style-type: none"> <li>Exercises by making out lines for stories.</li> <li>Conversation between two persons occurs in the stories may be carried out in direct form</li> <li>Select title for the story and moral at the end by group discussion among the participants</li> </ul> <p><u>“Letters”</u></p> <ul style="list-style-type: none"> <li>Construct/discuss the bodies of formal/informal</li> </ul>	10



				letters <ul style="list-style-type: none"> <li>• Discussion over formal and informal words and phrases</li> <li>• Discuss the subject matters of letters</li> </ul>	
7	<ul style="list-style-type: none"> <li>• To enable the learners to improve their proficiency in the language</li> <li>• To enable the learners to change the active voice into passive and passive into active voice</li> <li>• To enable the learners to change direct into indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>• Voices and narration</li> </ul>	<ul style="list-style-type: none"> <li>• Active voice and passive voice</li> <li>• Direct speech and indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>• After teaching rules/Principles of changing active voice into passive voice, learners are trained in this respect by giving them model sentences</li> <li>• An exercise may be given to choose the correct passive voice of the active sentences</li> <li>• Separate exercises for all types of sentences <u>Direct and Indirect Speech</u></li> <li>• Exercises about three important changes</li> <li>• Change in the tenses of verb</li> <li>• Change in the person of pronoun</li> <li>• Change in certain words</li> </ul> <p>Group Discussion and preparation of charts for the different changes in narration</p>	10



## CURRICULUM OF TEACHING OF SCIENCE FOR MST

S#	Objectives	Concepts	Scope	Activity	A.V.Aids	Periods
1	<ul style="list-style-type: none"> <li>To understand the concept of Science and impacts of society</li> </ul>	<ul style="list-style-type: none"> <li>Science and Science literacy.</li> </ul>	<ul style="list-style-type: none"> <li>What is Science</li> <li>How do children learn Science</li> <li>Science problem solving method</li> <li>Impact of Science and technology on society</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Activity based</li> <li>Elicited by the trainees</li> <li>Conducted by trainees</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers</li> <li>Cards</li> <li>OHP</li> <li>Transpensery</li> <li>Marking tape</li> </ul>	5 periods
II	<ul style="list-style-type: none"> <li>To develop instructional objects of teaching Science at Elementary level</li> </ul>	<ul style="list-style-type: none"> <li>Objects of Science teaching</li> </ul>	<ul style="list-style-type: none"> <li>Blooms Transpensery of educational objects</li> <li>Cognitive domains</li> <li>Affective domains</li> <li>Psychomotor domains</li> <li>Development of Instructional objectives with reference to the class contact and domains</li> </ul>	<ul style="list-style-type: none"> <li>Writing of three types of objectives with respect to text books</li> <li>Chapter wise distribution of group work and writing objectives</li> <li>Capering these objectives with National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Copy of National Curriculum of Science</li> </ul>	8 periods



3	<ul style="list-style-type: none"> <li>To understand various strategies and technology of instructional in Science teaching and their application to classroom</li> </ul>	<ul style="list-style-type: none"> <li>Strategies of teaching</li> </ul>	<ul style="list-style-type: none"> <li>Teacher centered and students centered strategies</li> <li>New approaches to Science teaching</li> <li>Micro teaching</li> <li>Team teaching</li> <li>Inquiry approach</li> <li>Discovery approach</li> <li>Self-Instructional module</li> <li>Concept mapping</li> </ul>	<ul style="list-style-type: none"> <li>Model lesson instructions for each method</li> <li>Presentation of each methods model lesson by the participants</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers</li> <li>OHP</li> <li>Transpensery</li> </ul>	15 periods
4	<ul style="list-style-type: none"> <li>Select, Prepare and use of instructional materials relevant to the course content at elementary level</li> </ul>	<ul style="list-style-type: none"> <li>Technology of instructions</li> </ul>	<ul style="list-style-type: none"> <li>Programmed instruction</li> <li>Personalized system of instruction</li> <li>Co-Operative level of learning</li> <li>Simulation and Games</li> <li>Computer assisted instructions</li> </ul>	<ul style="list-style-type: none"> <li>Activities dully prepared by trainers</li> </ul>		10 periods



5	<ul style="list-style-type: none"> <li>Plan Science content into different units, lessons of teaching and it's application in classroom</li> </ul>	<ul style="list-style-type: none"> <li>Planning instructions</li> </ul>	<ul style="list-style-type: none"> <li>Unit planning</li> <li>Resource unit</li> <li>Daily lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of unit planning resource unit teaching and daily lesson plan by the trainees and group discussion</li> </ul>		10 periods
6	<ul style="list-style-type: none"> <li>Design science activity center and understand it's role in science teaching</li> </ul>	<ul style="list-style-type: none"> <li>Science activity centre</li> </ul>	<ul style="list-style-type: none"> <li>Design facilities management</li> <li>Role of science activity centre in science teaching</li> <li>Types of process skills at elementary level</li> <li>Science activity centre safety</li> </ul>			8 periods



**MATHEMATICS CURRICULUM FOR MIDDLE SCHOOL TEACHERS (MST)**  
**(DURATION 2 MONTHS)**

<b>DAYS</b>	<b>CONTENT AND SCOPE</b>	<b>ACTIVITIES AND A.V AIDS</b>
1	Pre test	To assess the background knowledge of the trainees
2	Objectives of teaching mathematics, its use in daily life: use in engineering, agriculture, health, business, meteorology, development of computer based on binary numbers.	Ensure students participation while counting the objectives. Share student experience in making the list of uses of mathematics in diverse field.
3	Use of audio visual aids in the teaching of mathematics.	Display, meter rod, balances stop watches, geometry set, models, graphs, charts, geometrical figures made of low cost.
4	Methodologies of teaching mathematics. Inductive method.	Ask students to deduce rule from a large number of examples. Rule of square to be deduced through simple multiplication and then showing the part in the tabular form.
5	Deductive method. Axioms, postulates, definitions, and formulae: verifying the commutative associative properties of rational number. Similarly distributive property of multiplication over and addition and subtraction of rational numbers.	$(A + B)^2 = A^2 + 2AB + B^2$ Check the truth of this formula by practical multiplication and compare the results. Fill in the blanks $(2a+3b)^2 = ( )^2 + 2( ) ( ) + ( )^2$
6	Heuristic method: Ask <ol style="list-style-type: none"> <li>1. Thought provoking question.</li> <li>2. Moderate level of difficulty.</li> <li>3. Clear, with logical steps.</li> </ol>	Problem on ratio and proportion. If the daily earning of a hawker is Rs. 45 and that of labour is Rs. 30. If the income of hawker is increased to Rs. 80 find the new income of labour. What is ratio between two magnitudes? How many elements of a proportion? What are the elements of first ratio in the given problem? What are extremes and median in a ratio and proportion and so on.
7	Analytic and synthetic method: Going from known to unknown is synthetic solution, while starting from unknown and finding links up to known is analytic solution.	15 persons construct a wall in 6 days. In how many days 10 persons will construct this wall. <u>Analysis:</u> <ol style="list-style-type: none"> <li>1. No of days in which 15-person construct the wall. If the types of ratios between persons and days can be found.</li> <li>2. As the number of persons increase more work could be done and number of days will decrease and vice versa.</li> </ol>



		<p>3. thus there is inverse proportion between the number of persons and number of days.</p> <p><b>Synthesis:</b></p> $15: 10:: x: 6$ $=15 * 6 = 10x$ $X = 90/10 = 9$ <p>Apply on profit and loss problems and calculations of income tax. A round ground has an area of 700 sm. How many rounds a player a player will complete to run a distance of 350 m.</p>
8	<p>Activity method: To involve student physically and mentally in a work and learn by doing the given task.</p>	<p>To find the ratio between the radius and circumference of a circle: A bracelet if known radius is can be used to measure the linear distance by it in one revolution Similarly, the ratio may be confirmed by comparing the radius of the tin with the length of the thread that measures along the circumference. Finding the area of the surface of card cylinder by cutting the cylinder vertically so that a square is obtained.</p>
9	<p>Problem method: Challenging and doubtful. Advantages and pre requisite of problem method.</p>	<p>Application of problem method in mathematics. The length of a ground is 25 m more then its width. If the perimeter of this ground is 200 m. find its length and width. Steps:</p> <ol style="list-style-type: none"> <li>1. Student to read carefully to what is given and what is to be found.</li> <li>2. Think about the method that helps to find the unknown quantities.</li> <li>3. Through thinking he will denote the unknown by alphabets.</li> <li>4. Will make an equation in the view of given facts.</li> <li>5. Find the solution by entering values in the equation.</li> <li>6. Check the correctness in the last.</li> </ol>
10	<p>Lesson Planning: Testing background knowledge, premise, presentation, generalization, application, recapitulation, and assignment.</p>	<p>Establishing</p> $(a + b)^2 = a^2 + 2ab + b^2$ $(a + b)(a - b) = a^2 - b^2$
11	Lesson plan on geometry	Proof of Pythagoras theorem that sum of the angles in a triangle is $180^\circ$ .
12	Lesson plan by students and their presentation before the class.	Every student teacher is given opportunity. The teacher should monitor the class problems from geometry.
13	Lesson plan by the students on ratio	Ratio proportion and compound proportion



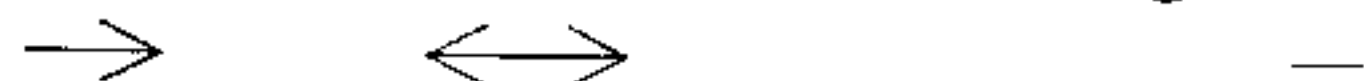
	proportion or compound proportion			
14	Lesson plan by the students on the inverse proportion		The lesson plan be made by group of students, the group leader will present the lesson plan while the other groups will evaluate the quality of presentation in terms of order of presentations, use of audio visual aids, formative evaluation involvement of students.	
15	Discuss the testing and evaluation. Kinds of test items. Type of learning measured by various types of items. Factors affecting reliability and validity of testing tool. How to prepare a scoring key.		With the help of students find the characteristics of good testing tool. Use of test scores.	
16	Prepare a testing tool (question paper) and scoring key.		According to the pattern given below.	
	<i>S/No</i>	<i>Types of questions</i>	<i>Marks</i>	<i>Choice</i>
	1	Objective type	20 Marks	Nil
	2	Application of formulae/theorem	10 Marks	Nil
	3	Comprehensive (9 parts out of 18)	50 Marks	Choice by giving alternative
	4	Application of formulae/theorem in complicated problems (3 parts out of 6)	20 Marks	Alternative parts
17	Model lesson plan by the teacher. To construct a triangle when a side and two angles are given.		Blackboard, big geometry box, two charts with phases of construction of triangle.	
18	Lesson plan to make the concept of ratio. The lesson showed be planned and delivered by the student teacher under the supervision of teacher.		Two pencils of unequal sizes, picture of tractor with small wheels and big wheels visible charts of various tables. Charts of practice question.	
19	Basic concept of set. Introduction, elements, notations of membership, presentation of sets, tabular, descriptive and set builder method, universal, singleton, and null set. A set with zero as an element.		Show different collection of objects by charts and ask student which collection of items form set and which does not form a set. Example from numbers: natural, compound, prime numbers. Tell students that '0' is a number or symbol so a set with 0 as an element is not a null set however it is a singleton.	



20	Venn diagrams, subset, proper and improper subsets null set as a subset of all sets mutually joint and disjoint set. Equivalent sets and equal sets.	Chart showing joint sets with joint element clearly indicated separately teacher involve student to indicate which two sets have common element.
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### Ray, Line, Line Segment.

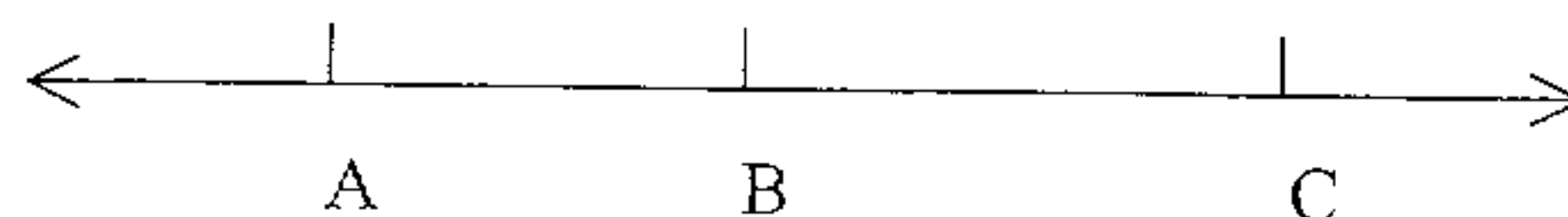
Difference between a ray and a line and a line segment



Notation: of ray ab. Of line ab. Of line segment ab.

Number Ray: Zero on one end then taking the distance between 0 and 1 as unit measure. Mark other point so it will represent the infinite numbers.

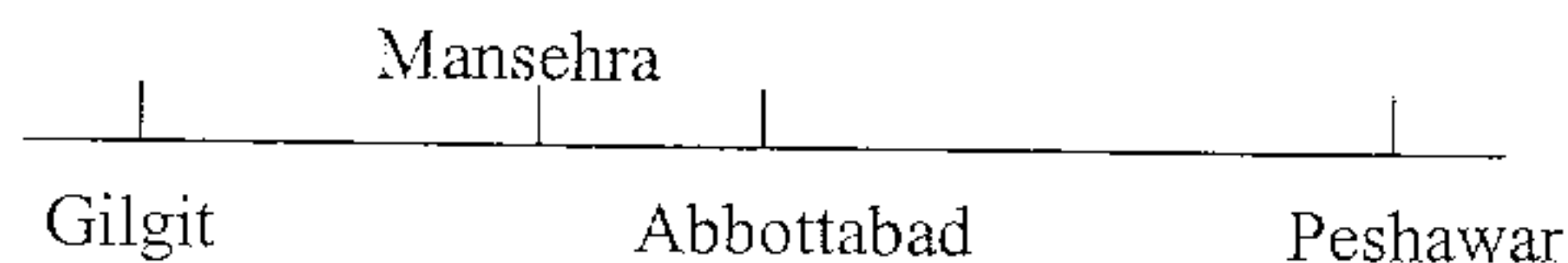
Number Line: taking a point zero mark equal intervals with positive number to right of mid point and negative to its left.



To ask the student which point is not on the same line, then ask the other students which point between the other two point on the line. Thus the concepts of between and beyond are related to the points on the same line.

Son: father! Where is Mansehra?

Father: It is beyond Abbottabad on Peshawar to Gilgit road.



Where is point C?

Where is C?



It is beyond B on line AD





Ray is a set of (1)  $\overrightarrow{AB}$  (2) all points beyond B on AB line.

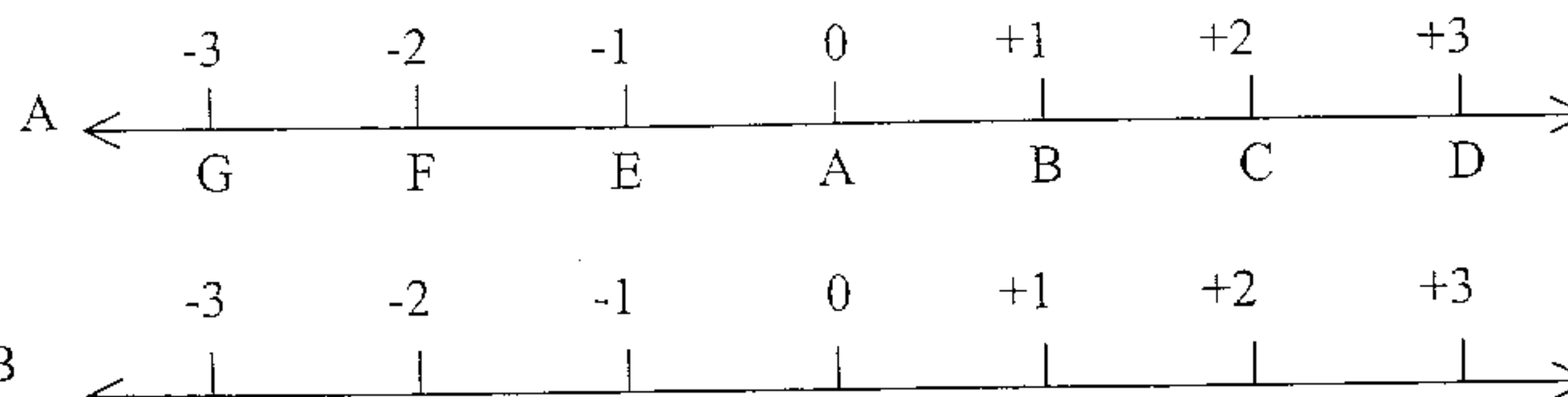


Figure B is a number line as it represents integers.

Give the concept of smaller and greater numbers.

21	Directional number the symbol +, - represent two opposite notions as used with number instead of operation of addition and subtraction. +4 must be read as positive 4 and -4 must be read as negative 4.	Game: Make a line on the ground mark its mid with zero. To stand a student on zero with direction on positive side. The student will walk in positive direction with stop he will stop. With negative mark he will turn to his opposite direction and walk.
22	Multiplication and division of directional number	Apply the above game with following rule <ol style="list-style-type: none"> <li>1. When asked to start stand on zero with face towards positive direction.</li> <li>2. Multiply means to continue the onward march according to need.</li> <li>3. Division means to continue the inverse of multiplication. I.e. continue backward march.</li> <li>4. Positive means do not change direction</li> <li>5. Negative means change the direction.</li> </ol>



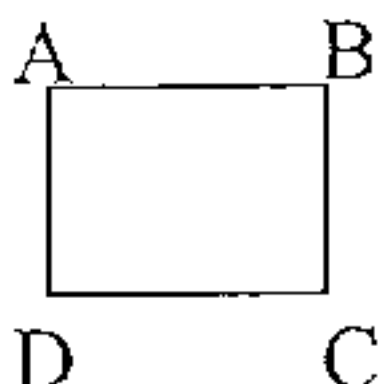
23	<p>Rational Numbers</p> <p>Relationship of set of rational number with the sets of other number, commutative and associative properties of addition and multiplication of rational numbers.</p> <p>Verifying the distributive property of multiplication over addition and subtraction of rational numbers</p>	<p>Ask students why these numbers are called rational. To clear the concepts tell them about irrational number also.</p>
24	<p>Recurring decimal fractions</p> <p>Concept of recurring decimal fractions.</p> <p>Knowledge of the types of recurring decimal fractions. Representing a rational number as recurring decimal fraction of the types (a) terminating (b) non-terminating</p> <p>In which a digit or a block of digits is repeated.</p>	<p>The rational numbers can be converted into recurring decimal fractions. Is it possible to convert recurring decimal fractions into rational number? If so, then how? What is need of doing so?</p>
25	<p>Non-decimal number system.</p> <p>Non-decimal number system with base 2 and 5.</p> <p>Concept of base of a number system. Number system with base 2, 5, 10.</p> <p>Significance of the number system with base 2 (binary system) converting the numbers from decimal system to system with base 2 and 5 and vice versa.</p>	<p>Ask student about number of figures in decimal system which are 10 i.e. 0, 1, 2, 3, 4...9</p> <p>Similarly in a system of base 5 there will be 5 figures 0, 1, 2, 3, 4.</p> <p>'235' in decimal system gives us.</p> <p><math>5 \times 10^0 + 3 \times 10^1 + 2 \times 10^2</math></p> <p><math>25_{10}</math> = is read as 25 to the base 10</p> <p><math>25_5</math> = is read as 25 with the base 5</p> <p>Convert <math>26_{10}</math> to the number with base 5</p> <p><math>101_5 = 26_{10}</math></p>



26	Adding subtracting and multiplying numbers with the base 2 and 5	$\begin{array}{r} 1101_5 \\ 342_5 - \\ \hline \end{array}$ <p>?</p> <p>Tell the students that how much <math>11_5</math> is greater than 2 and then find the difference of <math>11_5</math> and 2</p>
27	<p>Factorisation of numbers:</p> <p>Compound and prime factors, divisibility test, as divisibility saves a lot of time in the calculation, highest common factor, least common multiple, and calculation of HCF and LCM by the factorisation and division method.</p> <p>Relationship of HCF and LCM.</p>	<p><math>6 = 3 \times 2</math></p> <p>Why 6 are divisible by 2? Because 2 is a factor of 6</p> <p><math>14 = 7 \times 2</math> is also divisible by 2 due to the same reason.</p> <p>If there is any other number greater than 2 that can divide both 6 and 14 will be the highest common factor. If not then 2 is the highest common factor. So proceed from simple to difficult questions.</p>
28	<p>Common fractions and decimal fractions: Use of common fraction in shares, commission, percentage, taxes, and zakat.</p> <p>Use of decimal fractions where quantities are multiple of 10 or division of 10. Facilitates the business of everyday life.</p> <p>It will be easy to pay person Rs 240 which means 2 rupees and 40 paisa</p> <p>Instead of <math>2\frac{2}{5}</math></p> <p>Concept of less than and greater than in fractions.</p>	<p>True false</p> <p><math>\frac{9}{5} &gt; \frac{8}{5}</math></p> <p><math>0.132 &lt; 0.51</math></p> <p>Word problems e.g.</p> <p>A man worked for <math>3\frac{1}{2}</math> hours of the first day <math>5\frac{3}{4}</math> on the second day <math>4\frac{1}{3}</math> on the third day. What is the total number of hours the man worked?</p> <p>Problem like</p> <ol style="list-style-type: none"> <li><math>[\{3/13 + (1/3 - 5/2)\} \div 2/3] - 5\frac{1}{2}</math></li> <li><math>[\{(307 + 7.3) 2.4\} - \{(7.8 - 5.2) 3 - 2.1\}] 3.5</math></li> </ol>
29	<p>Ratio and proportion:</p> <p>Concept of continued ratio.</p> <p>Dividing a quantity into proportional parts (by applying continued ratio) concept of compound partnership.</p> <p>Word problems on compound partnership</p> <p>Proportion</p>	<p>Clear the concepts of comparing the size of two objects, Ages of father and son. Weights of different things.</p> <p>Proportion is the equality of two ratios.</p> <p>The ratio between the income of shopkeepers and hawker is 6 and 2. If the shopkeeper earns Rs 7520 how much hawker will earn.</p> <p>Word problems:</p> <p>Akbar and Saeed started a business on the condition that Akbar will get Rs 200 per for managing besides his shares.</p>



		Akbar invested Rs 3000 and Saeed Rs 4000. After 4 months they had a profit of Rs 2900. What did each on get?
30	More problems on ratios	Majeed died and left behind a legacy of Rs 17000. His burial and funeral cost was Rs 1000. His wife got $\frac{1}{8}$ of the remaining property then the rest was divided between his son and daughter in the ratio of 2:1. Find their shares.
31	Universe proportion, compound proportion, concept of compound proportion, word problems of compound proportion from daily life.	20 labours finish a work in 12 days then 60 labours will finish that work in 4 days. Thus the numbers of days reduce by same ratio by which the numbers of labours increase. Such proportion is called inverse proportion. Word problems like If a reservoir of food lasts for 35 days for 200 soldier for how long will it take last if the number of soldier is 250?
32	Continuation of compound proportion.	Word problem example: 60 persons construct 250-meter long wall in 10 days. How many people will construct 800-meter long wall in 32 days.
33	Percentage, profit and loss: A concept of cost price and selling price, profit and loss by finding profit and loss percent. When the cost price selling price are given.	Word problem: Aslam sold a watch at 5% loss to Saleem at Rs 1250. For how much did he bought the watch.
34	Problems of profit and loss involving successive transactions and comparison of two transactions.	Word problem like: Aslam sold a cow at Rs 2464 to Anwar at a profit of 12%. While Asghar sold this cow to Aslam at a profit of 10% tell how much Asghar bought it.
35	Insurance: concepts of insurance, solving problems on life insurance vehicles etc.	Problem from Mathematics Book 8 <sup>th</sup> (new course).
36	Income tax: concept of gross income, net income taxable income, calculating income tax of individuals.	Problem from Mathematics Book 8 <sup>th</sup> (new course).

37	<p>Square Root: Find the square roots from prime factorisation. Word problems.</p> <p>Relationship between figures and radicals and radicand (clear).</p> <p>Divide the radicands into intervals.</p>	<p>Start with the area of a square area. Then find the length of its side.</p>  <p style="text-align: center;">Area = 25</p> <p>Tell that length of side is square root of the area of Square. Problems like: Ishaq and Yousaf bought a patch of land of area 6485 square meters. They want to divide it into two parts of equal sizes in such a way that each one is a complete square. Find the length of the side of the plot.</p>
38	<p>Root of complete square, decimal fractions, making of intervals root of incomplete square.</p>	<p>Problems find the roots of</p> <ol style="list-style-type: none"> <li>0.1225</li> <li>0.275</li> <li>684.8689 Etc.</li> </ol>
39	<p>Algebraic expressions: involving brackets, evaluating algebraic expression. Adding, subtracting, polynomials up to degree 4. Multiplying two polynomials up to degree 4.</p>	<ol style="list-style-type: none"> <li><math>3a + 2ab + 3a^2b^3</math></li> <li><math>2a + 5ab + 7a^2b^3</math></li> </ol> <p>Add (i) and (ii) Subtract (ii) from (i) Multiply (i) and (ii).</p>
40	<p>Solution of 1<sup>st</sup> degree equation in two variables. Teacher to explain the need for the solution of such equation. Sometimes the collective values of many variables are known but one is interested to know the value of each variable separately, so the method of simultaneous solution is adopted.</p>	<p>Write algebraic expression for each step in the solution of equations. Reduce the equations to simplest form. Employ student's knowledge of elimination of equation. Ask relevant questions from student based on previous knowledge.</p>



41	Word problems on equations in single and two variables	<p>Example: A person gave <math>\frac{1}{2}</math> of his property to his son <math>\frac{1}{4}</math> to his daughter and gave away the rest in charity. What was his total property?</p> <p>Ask questions as below.</p> <ol style="list-style-type: none"> <li>1. What is the total property? Unknown. So represent the unknown by <math>x</math>. <math>\frac{1}{2}</math> of <math>x</math> i.e. by <math>\frac{1}{2}x</math> similarly the other step.</li> <li>2. A number consists of two figures. If the figures are changed the new number will become 45 less than previous one the sum of two number is 9. Find the number.</li> </ol>
42	Formulae: purpose to simplify the multiplication and division use of table is made similarly to simplify the multiplication and division of algebraic expression use of formula is used	Use inductive method start from simple multiplication of an algebraic expression by it self then write square instead of multiplication of two terms. Write the solution to the right of the squared expression after equal sign. Repeat the above process on many more examples and ask student to deduce the general rule. Which will be the formula.
43	Factorisation: why factorisation to simplify computation and calculation.	$(15 + 27 + 21 + 30)$ $= 3 (5 + 9 + 7 + 10)$ <p>Ask the student which of the three expression are easy to sum. Similarly give an example to simplify the division in term of factorisation. Apply first on the algebraic expression, which can be converted into complete square, then problems of moderate difficulty and finally difficult problems.</p>
44	Set operation: complement, union, intersection, difference.	<p>Example from practical life:</p> <p>Two committees of senate are A and B.</p> <p>A. {a, b, c, d, f, k}</p> <p>B. {d, e, f, g, h,}</p> <p>Make the following committees</p> <p>C= in which all the member of A and B are included.</p> <p>D=those member of A which are not in B i.e. their difference.</p> <p>E= A committee of members who are also members of both</p>

		committees i.e. intersection.
45	Fundamental geometrical concepts: Line segment, ray, half line, ray with common end point, collinear rays, parallel lines, intersecting lines, difference in opposite rays and opposite direction. Teachers to emphasize the learning of these basic terms because these are the basis of learning advance geometry.	Diagram on blackboard of lines, half lines, rays. Ask students to separate the rays and lines. Show charts of parallel lines in same directions and in different directions.
46	Play fair postulate, angles, types of angles according to magnitude, complementary adjacent, supplementary angles.	Make the diagrams with the help of protractor. Ask questions from students about the outer rays of two adjacent angles. If they are in opposite direction then these two adjacent angles will be supplementary.
47	Triangles: Derive definition after examining sides by students, shape of structure whether closed or open. Types of triangle on the basis of measurement of side and on the basis of magnitude of angles.	Make accurate diagrams using meter rod and protractor.
48	Pythagoras theorem for the right-angled triangle. Prove the theorem by taking squares along the three sides of triangle. Apply the theory on the length a stair by giving the height of a wall and the length of ground between the lower ends of stair and wall.	Use deductive and inductive methods. Ask students how many units square are in a main square formed along the hypotenuse. What is number of unit squares in the main square formed along the other two sides.
49	Quadrilateral. Definitions from the fact that no three points in a quadrilateral are collinear. Names of their	Show difference by drawing the diagrams of various kinds of quadrilateral.



	sides and angles with respect to each other. Kinds of quadrilateral: parallelogram trapezium, trapezoid. Kinds of parallelogram: Rectangle, square, perimeters of triangle and quadrilateral.	Word problem on perimeter.
50	Area of parallelogram. a. When the measure of perpendicular and base are given. b. When the measure of three sides are given Area of quadrilateral region by resolving it in to triangles.	Practically measure various sides of parallelogram and triangles with measuring a scale and verify the formulae.
51	Draw a line on a point parallel with a given line divide the given ratio. Construction of triangles: a. When the measures of two sides are given b. When the measurement of two sides and their included angle is given. c. When the measure of two angles and included side is given. d. When the measure of two angles and the opposite side to one of them is given. e. When the measures of two sides and the angle opposite to one of them is given.	Blackboard, set squares, protractor, meter rod.
52	Post test.	To assess the effectiveness of training..

## **SOCIAL STUDIES MST**

<b>S#</b>	<b>Object</b>	<b>CONCEPT</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1	To develop understanding about the importance of social studies	Definition, significance, and importance of social study.	-- Definition -- Scope -- Importance of Social Study. Characteristics of Social Studies, Teachers.	Proper use of Black Board and formation of Groups among participants
2..	To create awareness about social contributions for the betterment of society.			
1.	To discuss the value and importance of Pakistan Studies in the particle life of students.	Objectives of the teaching of social studies.	-- Importance -- Teaching Methods -- Teaching Strategy.	Group presentation and discussion.
1	To present the lesson effectively before the students.	Methods of Teaching Social Studies	- Lecture Method - Types of Lecture Method - (i) Story Talking - (ii) Socrates Method - (iii) Mixed Method - Text Book Methods - Problem solving method. - Discussion method. - Assignment. - Dramatization. - Project Method. - Team Teaching. - Use of Community resources. - Study trips. - Enquiry approach.	Individual Model Presentation on various methods of Social Studies.
2.	To emphasize learning of various concepts regarding social studies in a way that it encourages observation creativity and other hig he order thanking.			
3..	To promote understanding about the importance of co-existing and inter dependence.			



			<ul style="list-style-type: none"> <li>- Programmed learning.</li> <li>- Modules.</li> <li>- Steps and sequence.</li> <li>- Some Models.</li> </ul>	
1.  2.	<p>To develop an understanding how, limited period of time can be effectively utilized in the class room.</p> <p>To recognize some importance steps of lesson planning</p>	Lesson Planning.	<ul style="list-style-type: none"> <li>- What is a lesson planning?</li> <li>- Importance of lesson planning.</li> <li>- Important steps in lesson planning.</li> <li>- Lesson Plan No.1.</li> <li>- Lesson Plan No.2.</li> <li>- Lesson Plan No.3</li> <li>- Lesson Plan No.4</li> <li>- Lesson Plan No.5</li> </ul>	<p>Assignment should given to each and every participant for lesson plan.</p> <p>-Presentations of lesson plans.</p>
1.  2.	<p>To identify practical problems related to teaching and learning both in and out of the classroom.</p> <p>To enable the trainee teachers to understand that role to measurement and evaluation in teaching.</p>	Evaluation	<ul style="list-style-type: none"> <li>- Diagnostic evaluation.</li> <li>- Formative evaluation.</li> <li>- Summative evaluation.</li> <li>- Methods of evaluation.</li> <li>- Subjective exams.</li> <li>- Objective exams.</li> <li>- True False items</li> <li>- Completion type items</li> <li>- Matching items</li> <li>- Multiple choice</li> <li>- Short essay type test</li> <li>- Characteristics of effective evaluation.</li> </ul>	Group discussion on various forms of evaluation.

## CURRICULUM OF GENERAL METHODOLOGY & PREPARATION OF TEACHING AIDS FOR MST

S.No	General Objectives	Specific Objectives	Concepts	Scope	Activities	Material required.	No of period
1.	Identify the goals, Aims and objectives of elementary education	<ul style="list-style-type: none"> <li>Analyze the Goal, Aims &amp; objectives of instructions</li> </ul>	<ul style="list-style-type: none"> <li>Define Goal, Aims &amp; objectives of Edu;</li> <li>Classify the goals, aims and objectives in our system of elementary education</li> <li>To know the degree of cost of objectives i.e (Cog.Psy affective)</li> </ul>	<ul style="list-style-type: none"> <li>National goals of Edu:</li> <li>Aims of elementary education</li> <li>Objectives of elementary school subjects (Cog. Affective, psychomotor)</li> </ul>	<ul style="list-style-type: none"> <li>Construction of Goal, objectives and aims of education for relevant subjects in elementary Education and then comparing with National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers</li> <li>Copy of National Curriculum, Object, aims &amp; Goals of concerned subjects</li> <li>OHP</li> <li>Transparencies</li> </ul>	4
2.	To know and describe the process of curriculum development in elementary level.	<ul style="list-style-type: none"> <li>To determine the need assessment of any subject in curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum construction</li> </ul>	<ul style="list-style-type: none"> <li>Definition and importance of curriculum</li> <li>Basis of Curriculum</li> <li>Ideological</li> <li>Sociological</li> <li>Psychological</li> <li>Technological</li> <li>Economical</li> </ul>	<ul style="list-style-type: none"> <li>Comparative study of present and all previous curriculum in Pakistan for class VI to VIII in two of the school subjects</li> </ul>	<ul style="list-style-type: none"> <li>Copy of all curricula for class VI to VIII school subjects.</li> <li>OHP</li> <li>Transparencies</li> </ul>	4
3	As specific objectives	<ul style="list-style-type: none"> <li>Appreciation of curriculum work done in Pakistan and the need for a continuous feed back and improvement in this regard.</li> </ul>	<ul style="list-style-type: none"> <li>Process of curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>System analysis</li> <li>Goals &amp; Aims objectives determination</li> <li>Selection and organization of learning exercise</li> <li>Preparation of instructional material</li> </ul>	<ul style="list-style-type: none"> <li>Designing any one of curriculum in our school subject in groups</li> </ul>	<ul style="list-style-type: none"> <li>OHP</li> <li>Charts</li> <li>Markers</li> <li>Transparencies</li> </ul>	4



				<ul style="list-style-type: none"> <li>• Implementation and evaluation of curriculum</li> <li>• Curriculum Development in Pakistan.</li> </ul>			
4	To give a sketch of two way traffic learning concept	<ul style="list-style-type: none"> <li>• To know the various aspects of learning demands on the basis of requirement &amp; individual differences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teaching learning process.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of the learning process</li> <li>• Stimulus response learning</li> <li>• Trial and curriculum learning</li> <li>• Learning by sight</li> <li>• Transfer and appointment of learning</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Giving practical analysis by trainees for each step in Teaching learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Marker</li> <li>• Black Board</li> </ul>	4
5.	Determination of factors directly and in directly effecting learning process	Introduction of various qualities of good and useful learning process.	<ul style="list-style-type: none"> <li>• <b>Factors influencing learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Redness</li> <li>• Interest.</li> <li>• Motivation.</li> <li>• Participation.</li> <li>• Learning by doing.</li> <li>• Re-enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Group for determining the factors influencing learning.</li> <li>• Work sheets filling and summaries by turned.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts.</li> <li>• Markers.</li> <li>• Black Board etc;</li> </ul>	3
6.	To give awareness about all the method of teaching at Elementary School level.	Use of appropriate method for specific subject.	<ul style="list-style-type: none"> <li>• <b>Method of Teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• Islamic Method</li> <li>• Telling and Demonstration.</li> <li>• Discussion Method.</li> <li>• Assignment Method</li> <li>• Unit Plan Method.</li> <li>• Enquire Method.</li> <li>• Project Method.</li> <li>• Heuristic Method.</li> <li>• Laboratory Method.</li> <li>• Inductive and Deductive.</li> <li>• Analytic, synthesis Method.</li> </ul>	Model lesson of each method in groups presented.	<ul style="list-style-type: none"> <li>• Charts.</li> <li>• Model</li> <li>• Markers</li> <li>• Available</li> <li>• Material of every lesson prepared by participants.</li> <li>• OHP</li> <li>• Transpieres</li> </ul>	6

				<ul style="list-style-type: none"> <li>• Programmed Instruction.</li> <li>• Open ended approach.</li> </ul>			
7.	Compiling the Principles of teaching	<ul style="list-style-type: none"> <li>• Categorizing the Principles or rules of teaching in actual class room situation analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Principle of teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concrete to abstract.</li> <li>• Known to unknown .</li> <li>• Simple to complex.</li> <li>• Whole to part.</li> <li>• Part of whole</li> </ul>	Observation of a class room and apply the prescribed principle of teaching with one example in the class.	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Charts.</li> <li>• Marker.</li> <li>• OHP</li> </ul>	2
8.	Given importance of teachers having many rules for students.	<ul style="list-style-type: none"> <li>• Eliciting the role of teachers from the trainees and trainers and given due importance to teachers in teaching learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The role of teachers in teaching.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers as organizer</li> <li>• Teachers as a guide</li> <li>• Teachers as a communicator</li> <li>• Teachers as a coordinator</li> <li>• Teachers as a leader</li> <li>• Teachers as a Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Pair work</li> </ul>	<ul style="list-style-type: none"> <li>• Black board</li> <li>• Charts</li> <li>• Cards</li> </ul>	2
9.	How to teach a lesson	<ul style="list-style-type: none"> <li>• Involve the participants of adopting steps of lesson plan by their presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson planning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers preparation of subject method and A.V.Aids organization of lesson plan</li> <li>• Steps of lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver of atleast one lesson plan and derive merits and de-merits by the participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Middle schools science teaching kit.</li> <li>• Low cost no cost available material</li> </ul>	4



10.	Proper use & implementation of instructional aids and there preparation.	<ul style="list-style-type: none"> <li>• Preparation of lists of reference books in library and specific topics.</li> <li>• Collection of useful educational articles &amp; newspapers, journals.</li> <li>• Listening of school broadcast Programme &amp; writing reports in them.</li> <li>• Preparation of a flannel board &amp; bulletin board.</li> <li>• Prep of any school subject, locally available in material.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructional Aids and their proper use.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks.</li> <li>• Mass media (News papers, journals, radio &amp; TV).</li> <li>• Chalk board.</li> <li>• Flannel board</li> <li>• Maps, charts, graphs &amp; pictures.</li> <li>• Film strips, film slides.</li> <li>• Tape recorders, projectors.</li> <li>• Teaching kits</li> <li>• Library studies.</li> </ul>	<ul style="list-style-type: none"> <li>• As mentioned in specific objective.</li> <li>• Arranging as exhibition of A.V.Aids prepared by the trainees.</li> </ul>	<ul style="list-style-type: none"> <li>• News papers, journals, school library, list of books.</li> <li>• Low cost no cost material available in the environm ent for constructi on of teaching kits.</li> </ul>	3
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## CHILD DEVELOPMENT MST

S #	General Objectives	Specific Objectives	Concepts	Scope	Activities	Material required.	No of periods
1	Linkage of child psychology with other subjects and teaching learning process.	<ul style="list-style-type: none"> <li>Know meaning of child psychology.</li> <li>Scope of psychology</li> <li>Impact and psychology on learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduction</b></li> </ul>	<ul style="list-style-type: none"> <li>Definition and scope of child psychology.</li> <li>Psychology and teaching learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Group work.</li> <li>Pair work.</li> <li>Worksheet use</li> </ul>	<ul style="list-style-type: none"> <li>Charts.</li> <li>Markers</li> <li>Black board</li> <li>Cards</li> </ul>	3
2	Out lines the process of physical growth and development in children & adolescents.	<ul style="list-style-type: none"> <li>Distinguish between growth stage.</li> <li>Against knowledge about the need of nutrition as physical growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>Physical growth</b></li> </ul>	<ul style="list-style-type: none"> <li>Physical growth in child hood &amp; adolescence.</li> <li>Development as a product of learning and growth.</li> <li>Nutrition and its effects as physical growth.</li> </ul>	<ul style="list-style-type: none"> <li>Age groups division chart construction by trainees.</li> <li>Food group &amp; their requisition chart.</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers</li> <li>OHP</li> <li>Transparences</li> </ul>	3
3	Outline the process of socialization at home, mosque school and community.	<ul style="list-style-type: none"> <li>To state the social factors which promote the individual social growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>Social growth</b></li> </ul>	<ul style="list-style-type: none"> <li>Child rearing protection in Pakistan.</li> <li>The family as a primary factor in socialization.</li> <li>Mosque school and community as secondary factors in socialization.</li> <li>Effects of social approval and disapproval.</li> </ul>	<ul style="list-style-type: none"> <li>Debate / seminars arranged among the participants.</li> </ul>		3



4.	Outline the process of emotional growth and maturity.	<ul style="list-style-type: none"> <li>• Introduction of emotional growth.</li> <li>• A various stages of emotional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emotional Development</b></li> </ul>	<ul style="list-style-type: none"> <li>• Basic emotions and their development.</li> <li>• Home environment and emotional maturity.</li> <li>• The development of desirable values in children .</li> <li>• Signs emotional stress in child and adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing checklists for observation of various aspects of growth in children .</li> </ul>	<ul style="list-style-type: none"> <li>• Observation checklist.</li> </ul>	3
5.	Outline the process of intellectual growth.	<ul style="list-style-type: none"> <li>• Contrasting of various qualities of children of different stage of growth.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intellectual growth.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Developmental tasks of Pakistani Children upto 14 years of age.</li> <li>• Differentiate of tasks in urban and rural children</li> <li>• Differentiate of task in Male and Female children.</li> </ul>	<ul style="list-style-type: none"> <li>• As above.</li> </ul>	<ul style="list-style-type: none"> <li>• As above.</li> </ul>	3
6.	Analyses the process of learning skills and concepts .	<ul style="list-style-type: none"> <li>• To know individual difference a key to learner response.</li> <li>• Learning steps.</li> <li>• To know catalytic role of various agents in learning out comes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Nature of learning</li> <li>• Steps in learning process</li> <li>• Guiding the learning process .</li> <li>• Role of practice in learning</li> <li>• Part or whole learning</li> <li>• Recitation Vs reading</li> <li>• Effeteness in learning</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a chart of I.Q , with classification of child groups .</li> <li>• Identified need and nature of learners groups .</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Markers</li> <li>• Graph paper</li> <li>• Panicle</li> <li>• Eraser etc;</li> </ul>	5
7.		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Home, mosque ,school and pear group. Influences in learning .</b></li> </ul>	<ul style="list-style-type: none"> <li>• Interaction of learners in the school setting</li> <li>• Effect of home environment of learning</li> <li>• Influences of masque on the emotional adjustment of child.</li> <li>• Incentive and goal as aid in learning .</li> <li>• learner and the pear group</li> </ul>	<ul style="list-style-type: none"> <li>• comparative studies of different students with respect of mosque , home, pear group relation</li> </ul>	<ul style="list-style-type: none"> <li>• checklist</li> <li>• Socio- gram</li> <li>• Influential chart</li> <li>•</li> </ul>	5

8.	<ul style="list-style-type: none"> <li>Discuss the implications of individual differences</li> <li>Grouping children in the class room on the basis of interest and ability.</li> </ul>	<ul style="list-style-type: none"> <li>Making distribution of children abilities /habits.</li> <li>Making the groups on the basis of assessment and evaluation of children interest.</li> </ul>	<ul style="list-style-type: none"> <li><b>Implication of individuals differences for learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Individual differences of gifted retard and special interest group.</li> <li>Self-instructional material and devices.</li> <li>Creativity and originality</li> <li>Education games, riddles and discovery experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Making distribution graph of children on the basis of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Graph papers</li> <li>Pencil</li> </ul>	5
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## **CURRICULUM FOR MST IN THE SUBJECT OF HISTORY OF EDUCATION**

### **Objectives:**

At the end of the course, the students are expected to have achieved the following objectives:

### **Cognitive:**

1. Knowledge of the philosophical, sociological and economic formation of education with special reference to the foundations of education in Islam.
2. Knowledge of the aim and history of elementary education during the Muslim and British period in the Indo Pak Sub Continent.
3. Knowledge of the development of elementary education since independence.
4. Knowledge of policy decisions made in the education policy 1972-80 and national policy 1978.
5. The ability to identify the factors that influence Elementary Education in a society.

### **Affective:**

- 1 A commitment to Islamic values and attitudes with special emphasis upon the aspects of learning and teaching.
- 2 Self-evaluation through self-analysis and the desire for self improvement based on Islamic concept.
- 3 An appreciation of importance of elementary education.
- 4 A sensitivity towards the evolutionary and historical process of the development of elementary education in Pakistan.

### **Concepts and detailed contents:**

1. The concept of education including Islamic concept of education.
2. Education and the ideology of Pakistan
3. Education for national solidarity and nation building
4. Education for Islamic values and brotherhood.
5. Education for character building
6. Education for cultural transmission
7. Education for the reconstruction of society.
8. Education for development.
9. Education for leisure time activity
10. Education for respect of humanity.

**The above concepts may be further elaborated as under:**

#### **A. Goals, aims and objectives of education.**

1. National goals of education.
2. Aims of elementary education
3. Objective of school subjects

#### **B. History of elementary education during the Muslim period.**

1. Characteristics of elementary education in indo Pak subcontinent during the Muslim period.
2. Origin of Madrassah system
3. Contribution of mosques in promotion of elementary education
4. Contribution of institution of Dars academies in the development of education
5. Curriculum and teacher training programme.



**C. History of Elementary education during British period.**

1. Characteristics of elementary Education during the British period in indo Pak sub continent.
2. Causes of low literacy rate among the Muslims.
3. Development of elementary education from Mahanoy's minutes to Sergeant's report.

**D. History of elementary education since independence.**

1. First Educational conference of 1947
2. Six-year plan of primary education
3. Sharif commission report 1959
4. Education policy 1972-82
5. National education policy 1978
6. First five year plan 1955-60 and all subsequent five year plans.

**Activities:**

1. Reading of educational literature including literature of Islamic system of education
2. Making a comparison of the objectives of elementary education during the Muslim and British periods in the sub continent
3. Organizing a field trip to mosque madrassah and a model school.

**Note:** Instructors are allowed to distribute the contents on fifty-two days according to their own convenience and facilities.

## Organization of elementary Education & School Management for MST

S.No	General Objectives	Specific Objectives	Concepts	Scope	Activities	Material required.	No of periods
1.	<ul style="list-style-type: none"> <li>Elementary School Organization Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Identify the patterns of organization country with special reference to our country</li> </ul>	<ul style="list-style-type: none"> <li>Elementary school organization</li> </ul>	<ul style="list-style-type: none"> <li>Need for school organization</li> <li>Organization pattern of elementary education in to other levels of education.</li> <li>School as formal unit of organization</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of school organization charts by the participants in Graphs.</li> <li>Elicit the pattern by the trainees.</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers</li> <li>Marking Tape.</li> <li>OHP</li> <li>Transparencies</li> </ul>	04
2.	<ul style="list-style-type: none"> <li>Definite between the concepts of school organization, administration and supervision</li> </ul>	<ul style="list-style-type: none"> <li>Know the meanings of organization, and management.</li> <li>Identify the qualities of leadership, with special reference to education in Islamic setup.</li> <li>Rationale of elementary teaching management.</li> </ul>	<ul style="list-style-type: none"> <li>Elementary school management</li> </ul>		<ul style="list-style-type: none"> <li>Duly proposed by the trainees</li> </ul>	<ul style="list-style-type: none"> <li>OHP</li> <li>Transparencies</li> <li>Charts</li> <li>Markers</li> </ul>	04
3.	<ul style="list-style-type: none"> <li>Generalize the meaning, rules and linkage between teacher &amp; supervisor</li> </ul>	<ul style="list-style-type: none"> <li>To get effective supervision evaluate ideology, information, problems, procedures etc to make a judgment of management and supervision</li> </ul>	<ul style="list-style-type: none"> <li>Elementary school supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Distinction between school management and supervision.</li> <li>Effective supervision for improvement of instruction.</li> <li>The role of supervisor and relationship between teacher &amp; supervisor.</li> <li>Teacher evaluation its sources, basis and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>To arrange a quiz competition among the trainees for getting the illustration.</li> <li>The trainer will summarize the whole activity and objectives will be written on Black Board by sharing with trainees.</li> </ul>	<ul style="list-style-type: none"> <li>Paper card</li> </ul>	04
4.	<ul style="list-style-type: none"> <li>Schedule of work for</li> </ul>	<ul style="list-style-type: none"> <li>Enable the teacher to know his job oriented</li> </ul>		<ul style="list-style-type: none"> <li>Daily, weekly , monthly and annual assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Filling of worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Work sheets provided to</li> </ul>	04

	elementary school will be checkout	<ul style="list-style-type: none"> <li>activities.</li> <li>Planning of teaching activities</li> <li>Preparation of effective timetable to know</li> <li>Rules of school operation.</li> <li>Compare and organize administrative and professional activities within available resources.</li> </ul>		<ul style="list-style-type: none"> <li>Preparation of the time table for the school .</li> <li>Principles governing the scheduling of school activities.</li> <li>Class Teaching subject teaching and Team-teaching.</li> </ul>	<ul style="list-style-type: none"> <li>prepared by trainers.</li> <li>Eliciting the regard results from the participants.</li> <li>Writing these results on Black Board.</li> <li>Preparation of model time table for single, double as multi school /teacher by the trainees.</li> </ul>	<ul style="list-style-type: none"> <li>trainees.</li> <li>Charts provided for prep of time table.</li> <li>Charts provided for writing rules and school annual activities</li> <li>Markers.</li> <li>Education code</li> </ul>	
5.	<ul style="list-style-type: none"> <li>Elementary School staff get awareness about Job descriptions.</li> </ul>		<ul style="list-style-type: none"> <li><b>Elementary School staff.</b></li> </ul>	<ul style="list-style-type: none"> <li>Preparation and appointment of teachers for diversifiable courses.</li> <li>School staff relationship, the duties and responsibilities</li> <li>Rule and regulation for schools staff</li> <li>Prof: Dev: and elementary School staff</li> <li>Professional code of ethics for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of charts after discussion among the school administration and professional needs of teachers determined</li> <li>A Chart of duties of CT may be provided by participants.</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers</li> <li>OHP</li> <li>Transparencies</li> </ul>	05
6	<ul style="list-style-type: none"> <li>Utilize optimally human and material resources available in and to the elementary school</li> </ul>	<ul style="list-style-type: none"> <li>Need assessment of school resources.</li> <li>Procurement procedure of school resources</li> <li>Maintenance and repair of available resources to achieve proper functional role of elementary school</li> </ul>	<ul style="list-style-type: none"> <li><b>School plant and equipment.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consideration for the selection of an elementary school site.</li> <li>Factors affecting the design of elementary school building</li> <li>The designation, provision and procurement of school furniture and equipment for elementary schools</li> <li>Components of elem.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Making a Drawing of building showing all basic facilities and resources.</li> <li>Making a list of useable and non usable resources.</li> <li>Suggestions for overcoming the shortage of resources</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers.</li> <li>OHP</li> <li>Transparencies</li> <li>Marking tape</li> </ul>	06



				<p>School plants, class workshop, Labs, Library, Play Grounds, Org farm , hostel etc.</p> <ul style="list-style-type: none"> <li>Optional maintenance and utilization of school buildings, furniture equipment and other facilities.</li> </ul>	and utilization of existing resources.		
7	<ul style="list-style-type: none"> <li>To know the discipline, character building and teacher importance in discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental discipline</li> <li>Student teacher role in the maintenance of discipline</li> </ul>	<ul style="list-style-type: none"> <li><b>Elementary school Discipline</b></li> </ul>	<ul style="list-style-type: none"> <li>Its nature and essentials.</li> <li>Forms of indiscipline and remedial teaching</li> <li>Inculcation of good habits among students</li> <li>Role of the school administrator and teacher in character building.</li> </ul>	<ul style="list-style-type: none"> <li>Giving the idea of Islamic discipline consulting the Holly Quran Al-Hadies etc.</li> <li>Eliciting the merits of discipline and demands of indiscipline on black board.</li> </ul>	<ul style="list-style-type: none"> <li>Black board</li> <li>Cards.</li> <li>Charts</li> <li>Markers</li> <li>Audio Cassettes of religious scholar on discipline (non disputed)</li> </ul>	05
8	<ul style="list-style-type: none"> <li>How to maintain elementary school pupils records.</li> </ul>	<ul style="list-style-type: none"> <li>To know the various types of school record for us.</li> <li>Make the new performance comparing with existing use.</li> <li>Critical review of present record and its modification.</li> </ul>	<ul style="list-style-type: none"> <li><b>Elementary School record</b></li> </ul>	<ul style="list-style-type: none"> <li>Nature of record</li> <li>Need and importance of record keeping</li> <li>Types and maintenance of different school registers.</li> <li>School funds.</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of various performs of school record with camper it with existing record.</li> <li>Critical review of present record keeping in elementary system in Groups, pairs-individuals.</li> </ul>		04
9	<ul style="list-style-type: none"> <li>Giving awareness about school curricular activities Like Games, Drama, Visit, Debate etc.</li> </ul>	<ul style="list-style-type: none"> <li>Student centered approach for printing activities teaching by co-curricular activities to know</li> <li>Importance of Library, Games, Debates, and field trips</li> <li>Implementation of</li> </ul>	<ul style="list-style-type: none"> <li><b>Elementary school co-curricular activities</b></li> </ul>	<ul style="list-style-type: none"> <li>The function of co-curricular activities in school setup</li> <li>Types and organization of co-curricular activities               <ol style="list-style-type: none"> <li>Library</li> <li>Dramatic</li> <li>Games and sports</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Listing the curricular activities</li> <li>Highlighting the importance of co-curricula and activates</li> <li>Importance to activities based teaching (Debate)</li> <li>Trainee will plan a</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Markers or Black board chalk.</li> <li>OHP</li> <li>Transparences</li> </ul>	04

## نصاب تدریس اردو زبان کی اہمیت برائے ترتیب اساتذہ MST (دورانیہ 52 دن)

ایام/پیریڈ	عنوانات	مقاصد	سرگرمیاں/تدریسی معاونات
3	اردو زبان کی اہمیت	<p>(۱) پاکستان میں اردو کی اہمیت۔</p> <p>(۲) زندگی کے معمولات۔</p> <p>(۳) بچوں کے رسائل اور کتابیں۔</p> <p>(۴) سیاسی اہمیت۔</p> <p>(۵) قومی اہمیت۔</p> <p>(۶) ثقافتی اہمیت۔</p> <p>(۷) تعلیمی اہمیت۔</p> <p>(۸) ذوق جمالیات۔</p> <p>(۹) زبان مافی الضمیر کے اظہار کا آلہ۔</p> <p>(۱۰) قومی استحکام کے پانچ عناصر۔</p> <p>(۱۱) زبان کی بدولت اشرف المخلوقات۔</p> <p>(۱۲) پاکستان میں اردو کا مستقبل۔</p> <p>(۱۳) دفتری زبان کی حیثیت سے رکاوٹیں۔</p>	<p>علاقائی زبانوں کا استعمال معلوماتی رسائل اور بچوں کی کہانیوں پر</p> <p>مبنی چھوٹی چھوٹی کتابیں۔ ریڈیو، ٹیلی ویژن کے پروگراموں کے</p> <p>حوالے سے سرگرمیاں، بیت بازی کا مقابلہ، صبح سکول اسمبلی میں</p> <p>تقریر کروانا، اردو کی چھوٹی چھوٹی نظمیں یاد کروانا۔</p>

اس کے علاوہ معلمہ مزید سرگرمیاں بھی اپنے طور پر کر سکتی ہیں۔ تقریری چارٹ کی مدد سے سبق کو مزید دلچسپ بنایا جاسکتا ہے۔

تدریس اردو کے چہارگانہ (۱) سننے اور سمجھنے کا کردار۔

لسانی مقاصد سننا، بولنا، (۲) سننے اور سمجھنے کی درست عادات پیدا کرنا۔

پڑھنا، لکھنا۔ (۳) بولنے کی مہارت کا حصول۔

(۳) بولنے کی مہارت کا حصول۔

(۴) منطقی نقائص۔

(۵) بولنا سکھانے کے اقدامات۔

(۶) پڑھنا، لکھنا۔

(۷) پڑھنا سیکھنے کے مدارج۔

(۸) پڑھنے میں پسماندگی کی وجوہات۔

(۹) جسمانی نقائص۔

(۱۰) لسانی عوامل۔

(۱۱) گھر اور مدرسے کا ماحول۔

(۱۲) لکھنے میں مافی الضمیر کا اظہار۔

سمعی اور بصری آلات کا استعمال طلبہ اپنی خواہشات وغیرہ کو دلچسپ انداز میں ایک دوسرے کو سنائیں۔

دوران سبق لطائف اور دلچسپ واقعات سے سبق کو دلچسپ بنانا اپنے علاقے گلی محلہ وغیرہ کے مسائل پر گفتگو۔ تعلیم بذریعہ کھیل کے اصولوں پر کام کرنا۔ لسانی سرگرمیوں کو کھیل کی شکل میں پیش کرنا۔ ریڈیو، ٹیپ ریکارڈ سن کر بچوں سے مطلب اخذ کروانا۔ علاقے کے مسائل پر گفتگو۔ بحث و مباحثہ میں حصہ لیں اور دلیل دے سکیں۔



زبان دانی کی جزیات (۱) تلفظ

(۱) تلفظ (۲) الفاظ و مرکبات کی ساخت

(۲) الفاظ و مرکبات (۳) رموز اوقاف

(۳) رموز اوقاف (۴) فصاحت و بلاغت

(۴) فصاحت و بلاغت (۵) حروف کی آوازوں کو سمجھنا

(۶) شمسی اور قمری حروف کی پہچان۔

(۷) درست ہے۔

(۸) اعراب کا استعمال۔

(۹) الفاظ و مرکبات کا استعمال۔

(۱۰) فصاحت و بلاغت۔

معلمہ درست تلفظ کے ساتھ اور شائستہ لہجے میں سبق پڑھے۔

بچوں سے سبق پڑھوا کر ان کا تلفظ درست کرے۔ سچے بھی

درست ہونے چاہیے۔ بورڈ پر لفظ لکھ کر طالبات کو اس پر اعراب

لگانے کے لئے کہا جائے۔ طالبات کو اردو کی لغت استعمال کرنے

کی عادت ڈالی جائے۔ معلمہ کا اپنا تلفظ درست ہونا ضروری

ہے۔

گرامر کے لئے صفات اور صفات الیہ صفت کی تذکیر و تانیث

واحد، جمع، فعل، فاعل، مفعول و مبتداء، روزمرہ اور محاورہ ان سب

کے درست صیغے استعمال کئے جائیں۔

تدریسی اصول و تدریسی اصول و رجحانات

رجحانات

(۱) اہتمامی اصول

(۲) تدریس کے مقاصد کا تعین

(۳) طلبہ کے فطری اور ماحولی حالات کا نفسیاتی مطالعہ

(۴) نصاب زبان کی تعین اور جزیات کی تدریجی ترتیب

(۵) مدت تدریس اور وقت نامے کے لحاظ سے نصاب کی تقسیم۔

(۶) اسباق کی نوعیت کی قبل از وقت جانچ۔

(۷) اشارات سبق کی تیاری۔

(۸) بنیادی اصول۔

(۹) تدریسی عمل کے دوران زبان پر توجہ کرنا۔

(۱۰) اقدائی اصول۔

(۱۱) معروضی اصول۔

مقصد تدریس کو مؤثر اور مفید بنانا۔ معلمہ تقریر و تحریر پر دسترس رکھتی ہو۔ اردو زبان پر مکمل علم حاصل ہو۔ طلباء کے ماحول اور فطری حالات کا مطالعہ کرنا۔ کلاس کو پڑھانے والا سبق مکمل تیاری کے ساتھ۔ دوران تدریس طلباء کو بولنے، پڑھنے اور لکھنے کے مواقع فراہم کرنا۔ سبق کو دلچسپ بنانے کے لئے نئی نئی معلومات کو طلباء تک پہنچانا۔ اساسی و اقدائی کلیات میں فرق بتانا۔ سبق کی تدریس سے مطلوبہ مقاصد حاصل کرنا

- تدریس زبان کی (۱) عمل تدریس
- تکنیکیں اور (۲) معاونات کی اقسام
- معاونات (۳) ابتدائی یا تمہیدی سوالات
- (۴) اختتامی سوالات
- (۵) بیان
- (۶) قصے کہانیاں
- (۷) خاموش مطالعہ
- (۸) خاموش مطالعہ
- (۹) درسی کتب
- (۱۰) لغت کا استعمال کرنا
- (۱۱) ماڈل و تصاویر
- (۱۲) ریڈیو، ٹیلی ویژن و دستاویزی فلم
- (۱۳) تعلیمی سیر اور مشاہدہ قدرت

عمل تدریس کے ذریعے استاد شاگرد کی ذہنی ہم آہنگی سے مطلوبہ نتائج برآمد کرنا۔ بچوں کا ذخیرہ بڑھانا۔ طلباء کی ذہنی رکاوٹوں کو دور کرنا۔ معاونات میں سمعی و بصری اشیاء کا استعمال مثلاً تختہ سیاہ، چارٹ، ماڈل، تصاویر، ریڈیو، فلم، تعلیمی سیر کے ذریعے مشاہدات قدرت دکھانا۔ استاد کی تجربہ کاری۔ تعلیمی سیر اہم معاونات ہے۔ سکول کی لائبریری سے اچھی اچھی کہانیاں اور دلچسپ معلومات پر مبنی کتب لے کر پڑھنا۔



(۱) تدریس نظم کے ذریعے طلبہ میں ذوق پیدا کرنا۔

(۲) نظم کے تدریسی اقدامات

(۲) اعلان سبق

(۳) استحضار

(۴) نظم خوانی

(۵) تفہیم اشعار

(۶) استحسان نظم

(۷) اعادہ

(۸) گھر کا کام

(۱) تمہید

(۲) اعلان سبق

(۳) استغفار

(۴) اعادہ تفصیل

(۵) تفہیم عبارت

(۶) تشریح

نظم میں شکل الفاظ کے معنی تختہ سیاہ پر لکھنا۔ استاد نظم کو خوش خوانی کے ساتھ پڑھے کہ نظم کا مطلب دو بالا ہو جائے۔

الفاظ کا تلفظ درست ہو طلبہ کی قرأت کے وقت ان کے تلفظ اور لب و لہجہ پر خاص نظر رکھی جائے۔ نظم خوانی کے دوران طلبہ کو ٹوکا نہ جائے۔

نظم کے پسندیدہ اشعار حفظ کرنا اور لکھنا۔ نظم کا مرکزی خیال لکھنا شکل الفاظ کی تشریح۔ ملتے جلتے اشعار لکھ کر لانا مصرعوں میں خالی جگہ پر کرنا سبق میں ہم قافیہ الفاظ تلاش کرنا۔ طلبہ سے ان کے پسند کے شعر سننا۔

طلبہ اردو عبارت درست پڑھے اور سمجھنے کے قابل ہو جائیں۔ تلفظ درست، پڑھنے میں روانی رموز اوقاف کا خیال رکھا جائے طلبہ کو نئے سبق کے لئے ذہنی طور پر آمادہ کیا جائے۔ معلم عبارت سبق نمونے کے طور پر پڑھے۔ عبارت کو روانی کے ساتھ پڑھا جائے۔ جن الفاظ پر زور دینا مطلوب ہو ان پر زور دیا جائے۔ آسان الفاظ میں معنی بتائے جائیں۔ الفاظ کی تشریح کر کے ان کا مفہوم اخذ کیا جائے۔ الفاظ کو جملوں میں استعمال کیا جائے۔

طالبہ کو نشر و نظم کی لفظی اور معنوی خوبیوں سے آگاہی دینا۔ الفاظ و تراکیب کے عملی استعمال پر توجہ دینا۔

جملے کی اقسام: متضاد، سالبہ، لاحقہ، مرکبات ناقص کی اقسام اور رموز اوقاف وغیرہ کے بارے میں بنانا۔ اعادے میں اصلاح بتا کر طلبہ سے تعریف پوچھنا۔

خاکوں کے ذریعے مشق کروانا زخیرہ الفاظ میں توسیع کرنا۔ تختہ سیاہ پر اشارات دے کر فراہمی مواد سے کہانی مکمل کرنے کے لئے کہا جائے۔ دلکش تصاویر، خوبصورت ماڈلوں اور ذریعے طلبہ سے سوالات پوچھے جائیں۔

طلبہ کو کلاس میں بھی تحریر کام دیا جائے اور گھر کا کام بھی دیا جائے۔ اور طلبہ کے روبرو کاپیاں چیک کر کے اصلاح کی جائے۔ عنوان دے کر مضمون لکھنے کے لئے کہا جائے۔

4 تدریسی قواعد (۱) طریق استخراجی (۲) طریق استقرائی (۳) قواعد کی اقسام و اہمیت تدریس قواعد کے طریقے

4 تدریس انشاء (۱) تمہید (۲) فراہمی مواد (۳) عمل انشاء (۴) اعادہ

دوران تدریس سمی و بصری اعانات سے استفادہ کیا جائے نفس کی وضاحت کی جائے۔ طلبہ کے لئے ایک سبقی خاکہ تیار کر کے پیش کیا جائے۔

اشارات سبق (۱) سبق کے مقاصد

4

(۲) طریق تدریس

(۳) تدریسی اقدامات

(۴) سمعی اور بصری اعانات

(۵) اشارات سبق میں لسانی و خصوصی

(۶) سبق کو سابقہ معلومات سے مربوط کیا جائے۔

(۷) تمہید کو دلکش اور مؤثر بنایا جائے۔

سکول کی ماڈل کلاس کی پیمائش اور جائزہ لیا جائے۔

جائزے کی اقسام گروپوں میں اخذ کروائیں۔

مشاہدے کی چیک لسٹ تیار کر کے اس پر بحث کی جائے۔

کتابی جائزہ (۱) جائزہ اور پیمائش

4

(۲) جائزے کی اقسام

(۳) جائزے کیلئے معلومات حاصل کرنے کے طریقے

(۴) مشاہدہ یا کارکردگی

(۵) امتحان کی ضرورت



4

آزمائشوں کی  
اقسام

- (۱) تحریری یا زبانی امتحان
- (۲) کارکردگی کا امتحان
- (۳) انشائی طرز کے امتحانات
- (۴) مطالعہ کی دعوت
- (۵) معروضی امتحانات

(۶) گائیڈروں اور خلاصوں کی حوصلہ افزائی

4

زبان کے جائزے (۱) مطالعہ

کے اہم امور (۲) تقریری انشاء

(۳) تحریری انشاء

(۴) محاورات کا استعمال

ایضاً

یہ سرگرمیاں ٹرینیز موقع کی مناسبت سے خود تیار کریں گے۔

## نصاب اسلامیات برائے MST معلمین/معلمات

دن	موضوع یا مواد تدریس	سرگرمیاں
1	سابقہ معلومات	
2	تدریس اسلامیات کی اہمیت	
3	تدریس اسلامیات کے مقاصد	
4	دین اسلام کی اہمیت و فضیلت	
5	قرآن پاک کی اہمیت و فضیلت	
6	قرآن مجید کی تفسیر و اہمیت	
7	اہم سورتوں کا ترجمہ و تفسیر	
8	سورة العاديات تا القارعة	
9	سورة التكاثر۔۔ قرآن پاک میں دعائیں	گروپ میں بیٹھ کر ناظرہ کیا جائے۔
10	سورة الضحیٰ۔۔ الم نشرح	سورة الضحیٰ ترجمہ کیا۔





22	چار مشہور فرشتوں کے نام و تعارف	
23	ان فرشتوں کو جو فرائض منصبی سونپے گئے ہیں ان کے متعلق آگاہی۔	چارٹ پر خوشخط فرشتوں کے نام لکھوائے جائیں۔
24	عقیدہ رسالت	
25	رسالت کی ضرورت	
26	حب رسول و اطاعت رسول	
27	ختم نبوت	
28	عبادت کی اہمیت و افادیت	
29	ارکان اسلام	
30	نماز کی فرضیت، اہمیت، فوائد	نماز کا عملی نمونہ، قیام، رکوع، سجدہ، تشہد۔
31	روزے کی فضیلت، اہمیت، فوائد	
32	زکوٰۃ کی فرضیت، اہمیت، معاشی نظام میں اہمیت۔	
33	حج کی فرضیت، اہمیت، ملی اتحاد	بیت اللہ کا نقشہ، احرام کا طریقہ، عملی نمونہ طواف سعی، پتیں الصفا و المروۃ۔

34	اسلامی معاشرے میں مسجد کی اہمیت و کردار	
35	سیرت طیبہ آپ ﷺ کا انداز گفتگو، گھریلو زندگی۔	
36	آپ ﷺ کا صبر، تحمل، اخلاق و تقویٰ۔	
37	آپ ﷺ کا ایفائے عہد، انداز تربیت و تبلیغ	
38	صلح حدیبیہ۔	
39	فرمان رواؤں کے نام خطوط۔	
40	فتح مکہ اور آپ ﷺ عفو و درگزر۔	بیت اللہ کا نقشہ۔ آپ ﷺ کا فاتحانہ انداز میں دخول مکہ۔
41	غزوات۔	نقشہ عرب۔
42	غزوہ حنین۔ اسباب، واقعات، نتائج۔	
43	غزوہ تبوک۔ اسباب، واقعات، نتائج۔	
44	حجۃ الوداع (عالمی منشور برائے انسانیت)	بیت اللہ کا نقشہ۔
45	اخلاقیات (صدق، امانت، مساوات)	

46	حقوق العباد۔ والدین، اولاد، استاتذہ کے حقوق۔	
47	رشتہ دار، ہمسایہ، بیوہ اور یتیم کے حقوق۔	
48	ہدایت کے سرچشمے حضرت ابراہیم علیہ السلام۔	عراق کا نقشہ۔
49	حضرت موسیٰ علیہ السلام، حضرت عیسیٰ علیہ السلام۔	
50	ازواج مطہرات، حضرت خدیجہؓ، حضرت عائشہؓ۔	
51	خلفائے راشدین، حضرت ابوبکر صدیق، حضرت عمرؓ، حضرت عثمانؓ، حضرت علیؓ، سیرت اور خدمات۔	



**Name of committee members for the development of  
Draft Curriculum for MST (Inset)**

1.	Umar Farooq	Director	Chairman
2.	Abdussalam	Subject Specialist	Coordinator
3.	Syed Khalid Shah	Deputy/Director (T)	Member
4.	Miss Nasibun Nisa Alvi	Subject Specialist	Member
5.	Miss Javid Iqbal	Subject Specialist	Member
6.	Zafar Arbab Abbasi	Deputy/Director (E)	Member
7.	Mr. Zulfiqar Khan	Subject Specialist	Member
8.	Mr. Munir Ahmad	Subject Specialist	Member
9.	Malik Said Akbar	Subject Specialist	Member
10.	Mr. Amin Dad	Subject Specialist	Member
11.	Mr. Muhammad Arif	A.V.Aids Officer	Member
12.	Mr. Noor-UI-Huda	Assistant Director (P&D)	Member
13.	Mrs. Farkhanda Akhtar	Subject Specialist	Member